

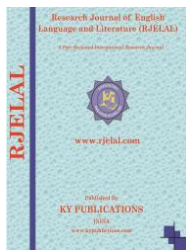


THE STUDENTS' ABILITY IN SCIENTIFIC WRITING AT INDONESIAN DEPARTMENT, INSTITUT PENDIDIKAN TAPANULI SELATAN (IPTS)

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ABSTRACT

This study discusses the problem of discussing the use of sample data only for students at Indonesian Department, Institut Pendidikan Tapanuli Selatan (IPTS). This study aims to further analyze that students can study in Scientific Writing at Indonesian Department, Institut Pendidikan Tapanuli Selatan (IPTS) discussion. Theoretically, this research outcome is very useful for improving the students' ability in scientific writing at Indonesian Department, Institut Pendidikan Tapanuli Selatan (IPTS). Practically, this research can be used as reading material for students to discuss about how to receive a good and right scientific writing. The results of data analysis in the research instrument part I in this study can be seen in the average understanding of students about the initial development of scientific writing is still relatively low, because the average percentage of students giving the ability to develop scientific writing early is 9.80%. Furthermore, in Part II there are still many Indonesian Department students at IPTS who have not yet succeeded in completing a good and correct scientific writing. This is proven from the 20 students who took the sample in the study, only 7 people answered the questions in the questionnaire correctly, namely in the analysis of data 1, data 6, data 10, data 13, data 14, data 16, and data 18. Meanwhile, there are still 13 students who did not understand scientific writing, namely in the analysis of data 2, data 3, data 4, data 5, data 7, data 8, data 9, data 11, data 12, data 15, data 15, data 17, data 19 and data 20.

Keywords: Writing Ability, Language Science, Scientific Writing (KTI)

I. INTRODUCTION

Scientific work is an article that contains a question written and discussed with scientific methods in accordance with the rules that discuss certain scientific writing. Scientific writing contains data and facts from the results of one's research written by trace and systematic.

Scientific writing is arranged based on facts, objectives, not emotional and personal, and arranged systematically and logically. The language

used in a standard Indonesian scientific paper is in accordance with the rules of Enhanced Spelling (EYD).

This study aims to further analyze which students can study Indonesian language courses at Indonesian Department, Institut Pendidikan Tapanuli Selatan (IPTS).

II. Review of Literature**a. Definition of Scientific Writing**

What is meant by Scientific Writing is a written report containing the results of a scientific activity carried out by a researcher. Or the definition of scientific writing is writing that discusses the problem based on investigation, observation, and data collection related to the problem and written using standard language. Scientific writing is a research work, such research is conducted for example to develop science, technology, art, etc. the data obtained through literature review, gathering research experience, and can also be from the knowledge of others presented by facts or by writing that uses standard language.

Scientific work is also an attitude of the scientific statement of a researcher. Scientific writings are mainly aimed at informing the reader about a problem and finding answers to the problem and proving its truth.

b. Characteristics of Scientific Writing

As for some characteristics of scientific writing, including such as:

1. Logical, meaning that every writings in scientific work can be accepted by common sense. So the writing can be proven true.
2. Clear Data, Data on scientific work that is made into research material, must be clear in accordance with the facts.
3. Objective, the contents are written correctly according to the facts available without manipulating or making it up.
4. Systematic, writing and presentation are presented in a structured or orderly manner in accordance with applicable procedures.
5. The discussion is complete and comprehensive, besides being arranged systematically, the discussion about the problem and its solution is discussed thoroughly and thoroughly. So that readers can understand the purpose of scientific papers.

6. Using standard language, the language used is standard language, that is, in accordance with the correct standard language.

7. Can be tested for truth, the problem discussed and also the solution of the problem can be tested for truth, so it's not making it up. The problems discussed and the results of their solutions can be done experimentally so that the truth can be proven.

c. Function of Scientific Writing

The function of scientific papers in general, including the following:

1. Functions for education

The first function is for education; where by written the scientific writing will provide valuable experience and lessons for the author. Because the writer will be able to think, write, and account for the results of his research.

2. Functions for research

The second function is for the world of research, meaning that rich scientific writing is useful for developing science and is also useful for researchers to practice scientific procedures.

3. Functional functions

And the third as a functional function, this function means that scientific writing can be useful as a tool for developing knowledge, as library material, and for the benefit of certain scientific disciplines.

d. The Purpose of Scientific Writing

Some of the goals of scientific papers are written/compiled, for example:

1. Written to solve the problem carefully.
2. Written to increase knowledge in accordance with the issues discussed
3. Written to train someone to be able to write scientific papers properly and correctly.
4. Written to practice the author's thinking skills.
5. Written to achieve certain goals.

III. Research Methodology

The researcher used a qualitative method to describe the current state of the study. Qualitative

research methods test and answer the problem formulated at this time by providing the latest information.

The approach used in this research is a qualitative descriptive approach. A qualitative descriptive approach is a research procedure that produces descriptive data in the form of written or oral words about individual traits, the symptom states of a particular group being observed. This approach is used because there are written words that are descriptive, so the data are analyzed and the analysis is in the form of descriptive phenomena. In this study the researchers tried to describe the abilities and weaknesses of the final semester students found in the Indonesian Department at IPTS.

The data will be collected in the form of answers provided by students who were captured through a questionnaire about their knowledge related to scientific writing. The data source or subject of this research is a number of final semester students in the Indonesian Department at IPTS, 20 students will be used as samples drawn randomly.

The instruments of this study are as follows:

1. Questionnaire, to find out their knowledge and attitude towards written scientific writing.
2. Tests on student knowledge regarding the procedures and systematic written of scientific writing.
3. The practice of scientific writing for final semester students in the Indonesian Department at IPTS.
4. This research was conducted at IPTS, especially in the final semester students at the Indonesian Department at IPTS.

IV. Data analysis

The results of the research that have been carried out are outlined in terms of the ability of students who take Indonesian language courses in the Indonesian Department at IPTS in written Scientific Writing. Scientific writing is one scientific essay that contains the results of thought about a problem or topic of problems whose writing is

organized and systematic accompanied by logical and objective analysis. The scientific writing system consists of a beginning part, a core part and an end part. The initial part consists of a cover from Eastern Indonesia and an introduction. The core part is the most important part of a scientific writing. The core part contains the introduction, discussion and closing. In this section included references or sources of information for a problem. The answers to a problem will be answered in this chapter and will be based on the theory used. At the end of the scientific writing contains a bibliography and appendix if any. In addition, in preparing a scientific writing it is not only the writing system that must be mastered, but the use of good and correct language must also be considered. The language used does not contain ambiguous meaning which can make the reader confused. The structure of the language used is in accordance with the improved spelling rules, both regarding the procedures for the preparation of sentences and words. Likewise, the choice of words and the use of terms those are denotative.

A scientific essay in the form of scientific writing will not be known whether or not, if no assessment of the results written by students. The assessment conducted in this study uses a performance test based on a systematic writing and study of theory or literature. This assessment focuses on completeness in Eastern Indonesia in particular, at the core or theoretical study. Performance tests are written tests given to students to make a writing or assignment in a subjective form. Indicators are needed to assess student work.

V. Findings

Classroom action research begins with the preparation of action plans, followed by the implementation of actions, observations, and reflections. Matters obtained as a result of classroom action research will be disclosed in the explanation below.

Before the implementation of the action began, the research students together with collaborator lecturers pre-wrote a simple article. This action is intended to determine the initial abilities, writing habits of students, and student activities that influence Indonesian language courses

in the Indonesian Department at IPTS in written Scientific Writing. In measuring the ability to write scientific writing, it requires a score of writing speed and a score of students' writing comprehension.

The results of students' writing ability scores can be seen in the pre-action table below:

Table 5.21: Scored Writing Ability Test

No.	Name	Score	Presentation
1	KH	12	5,88%
2	CP	10	4,90%
3	NS	9	4,41%
4	LMS	7	3,43%
5	NAS	9	4,41%
6	APS	9	4,41%
7	IBPH	10	4,90%
8	HM	12	5,88%
9	PS	9	4,41%
10	FYS	15	7,35%
11	VA	8	3,92%
12	AC	7	3,43%
13	SH	11	5,92%
14	NT	10	4,90%
15	R	13	6,37%
16	S	15	7,35%
17	L	8	3,92%
18	E	11	5,92%
19	N	10	4,90%
20	E	9	4,41%
Total		204	100%
Average			9,80 %

Based on the results of data analysis in the first part of the research instrument above, it can be seen that the average understanding of students about the initial writing of a scientific writing is still relatively low, because the average percentage acquisition of students' abilities in the initial writing of a scientific writing is 9.80%.

Based on the results of data analysis on filling out the part II questionnaire it can be concluded that there are still many Indonesian language study program students at IPTS who do not understand the composition of the scientific writing is good and

right. This is evidenced from the 20 students who were sampled in the study, only 7 people answered the questions in the questionnaire correctly, namely in the analysis of data 1, data 6, data 10, data 13, data 14, data 16, and data 18. Meanwhile, there are still 13 students who do not understand the composition of KTI writing, namely in the analysis of data 2, data 3, data 4, data 5, data 7, data 8, data 9, data 11, data 12, data 15, data 17, data 19 and data 20.

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